Perceptions and Lived Experiences: A Phenomenological Study of Technical Vocational and Livelihood Strand Students During the New Normal Education

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Abstract

Education is a valuable possession in the society that people live in today, and many strive hard to acquire it. Education is essential for everyone to lead fulfilled lives. This study aimed to assess and investigate the perceptions and lived experiences of Grade 12 TVL strand students from San Luis National High School, particularly in the Senior High School Department, during the school years 2021 to 2022 of the new normal education system. The study used a qualitative type of research design, particularly a phenomenological study method approach to analyze and questions were defined by the researchers from a phenomenological standpoint in the TVL strand. The Grade 12 TV students are currently dealing with a variety of obstacles brought on by the pandemic. The viral threat is not the only problem the students are facing; they're also having academic difficulties. Based on their personal experiences, the participants turn to their fellow students to help them overcome obstacles in the new normal education system. Due to the nature of the learning environment, the students develop their support network digitally, allowing them to interact socially. On the basis of the respondents' responses, it is possible to surmise that there is a difference in the student's performance and experiences when participating in traditional learning and new normal learning. According to their responses, it may be inferred that the students preferred the traditional educational setting.

Keywords: Perceptions, Experiences, Phenomenological, New Normal Education

Introduction

The consequences of the COVID-19 in the Philippines made it possible for schools to close and a state of public health emergency to be declared. In particular, the Department of Education (DepEd) has declared that there will be no classes to grade levels due to the epidemic (Dos 2020 032, DepEd), and the Philippine Commission on Higher Education (CHEd) has released COVID advisory No. 5 stating the cancellation of classes and school activities, including on-the-job training and internships, from March 9 to April 14, 2020. Nevertheless, the Philippine government decided to extend the deadline till the end of April 2020 due to the ongoing rise in local transmission cases.

Education is a significant asset that people strive to acquire in the civilized society in which we live. All human beings need education to live fulfilling lives. It helps one learn and explore new things while also enhancing one's expertise. One of the keys to success is education since it will be feasible to have a prosperous life and a steady work in the future with a strong education and enough information. Education serves a variety of purposes, including the acquisition of knowledge as well as the investigation of human empowerment and growth for one's own future well-being, whether socially or economically. In the Philippines, the majority, if not all, people would prefer to pursue a career in teaching. However, it is undeniable that some people lack access to education, particularly those who are poor. The issue of education, and particularly the difficulty in obtaining it in the Philippines, has long plagued the people of that country. Different facets of society are impacted by this fatal illness and are need to change their way of life as a result of the epidemic. Education is one of those industries (Minku & Yao, 2018; Avenido et al., 2020; Saro et al., 2022).

As a result of the COVID-19 outbreak that originated in Wuhan, China, the world is currently suffering a pandemic (Chakraborty & Maity, 2020). The Philippines is not immune to the disease's spread. In fact, the Philippines is one of the Asian nations with the highest COVID-19 prevalence rates. The crisis is causing challenges for Filipinos that they must face every day. The abrupt conundrum has an impact on many facets of society, including the economic, agricultural, service, and educational spheres. Students, educators, and university employees are the ones who are most distressed by this current problem. On March 15, 2020, a lockdown was imposed across the Philippines as a result of the epidemic, especially in Metro Manila. Even after months, the threat is still present. This had an impact on students' education and made it difficult for people to adjust to the new alternative offered by the Department of Education (DepEd), which is to hold classes online for the Academic Year 2020–2021.

The Philippines' educational system is in peril due to

the current crisis the nation is experiencing. As they try to find out what to do at this period, students, instructors, and school staff experience an upheaval. Instead, the Department of Education continues to be tenacious in creating strategies for both teachers and pupils. Following discussions among employees and education specialists, DepEd recommended a Self-Learning Module (SLM) that will be delivered in various manners. According to the Department of Education's report, alternative learning modalities can take on a variety of shapes, including modular, television- and radio-based, blended, and online styles. These choices, according to DepEd Secretary Leonor Briones, are intended to assist all students nationwide in their problems. The DepEd Order No. 13 also gives private schools access to a Readiness Assessment Checklist for Implementing Learning Delivery Modalities that lists the requirements that each learning modality must have in order for the school, parents, and students to use it safely. This will allow for an evaluation of each institution's readiness and the development of additional learner support strategies (Department of Education, 2020).

Accordingly, the final two years of the K–12 Basic Education Program, Grades 11 and 12, are referred to as the Senior High School (SHS) in the Department of Education's Senior High School Manual of Operations (2015). Students in SHS must complete a basic curriculum as well as courses within a chosen track. The SHS Curriculum strives to produce graduates who are holistically developed, endowed with 21st century skills, and prepared for the future, whether it is in pursuit of further education, focused towards job, entrepreneurship, or middle skills development. This is part of the K to 12 Program. The K–12 SHS Program is a flexible tool for developing local and societal personnel. The SHS Program will help Filipino students build their core and fundamental capabilities for a globally competitive nation through the DepEd's commitment to quality education for everyone. One of the objectives of the K–12 Basic Education Program is to build in learners the competencies, work ethics, and values important to seeking further education and/or entering the workforce, according to DepEd Order No. 30, 2017 Guidelines for Work Immersion. to better align basic education with the goals for the country's growth. Work Immersion has been added as a mandatory subject to the curriculum. This course will give students the chance to practice applying their skills in their areas of specialization or applicable topics in real-world job settings, as well as to become familiar with the workplace (Heikkinen et al., 2012).

In particular, workplace learning was a key component

of training for vocational education provided in schools (Ministry of Knowledge, 2006). However, different perspectives on the composite field of workplace learning demanded a development of the idea as it related to this study. The various job assignment kinds affect students' experiences with workplace learning in different ways. Each secondary school selected its appropriate job for the area (Ministry of Knowledge, 2006; Acosta, 2016). The variety of agreements depends on the number of students participating in the activity at once as well as the duration of the activity (Sandal et al., 2014). The Philippine Basic Education Curriculum mandates that students add two years of senior high school to the traditional four-year secondary education as well as an additional year for kindergarten in order to be in line with international standards. The "Enhanced Basic Education Act of 2013," Republic Act 10533, added this requirement to the curriculum (Jocelyn Kong, 2015). Velasco (2012) expressed optimism and transformation for the country in relation to the K–12 curriculum. She believed that since civilization places such a high value on education, it is only reasonable that the government administration fully support the initiative. According to the Department of Education (2011), K–12 education can also be advantageous for people who are not inclined to attend college but wish to pursue technical-vocational studies or careers in entrepreneurship.

Thus, to achieve the above objectives, work immersion is thus a requirement for graduation from secondary education. Learners are immersed in actual work environments such as workshops, offices, and laboratories in which their prior training is relevant.

In this study, which was conducted at San Luis National High School's Senior High School department, students in Grade 12 who are studying technical, vocational, and livelihood strands were asked to reflect on their perspectives and experiences. Understanding how viewpoint interests and judgments influence and improve a person's ability and skill is one of them. The goal of this study was to better understand the performance of SHS students in program assessments as well as the extent to which these evaluations had aided SHS students in identifying their strengths and weaknesses for the future.

Research Questions

This research project focuses on the perceptions and lived experiences of Grade 12 TVL strand students from San Luis National High School during the school

year 2021-2022. In order for this study to get the overall views and opinions of students in the new learning era, the following questions will serve as a guide for the researchers:

1. What are the perceptions and lived experiences of Grade 12 TVL strand students during the school year 2021–2022 of the new normal education?
2. How do students cope with the challenges of taking assessments and difficulties during this pandemic era?
3. How do these assessments affect their learning?
4. What is the difference between their experiences in terms of blended learning education and traditional learning education?

Literature Review

By viewing this study, we might observe how students who are enrolled in this track increase their skills by receiving the necessary training and resources for expanding their knowledge. This chapter provides a concise overview of research and findings that are relevant on both the local and national levels.

Challenges with the Philippine Educational System

It is generally acknowledged that education can be used to accomplish a variety of goals in life. Education is viewed and valued highly by nations all over the world since it is a tool for success and the eradication of poverty. However, even while many nations make an effort to give their citizens equitable access to education, the world is still a long way from a place where everyone has access to a free, high-quality education. Here in the Philippines, people can see the outcomes of several studies. It was said that a country's demographic groups determine how easily accessible education is. Geographical structures, social classes, and even sexes and genders can have differences and inconsistencies (Caroline, 2020; Adnan & Anwar, 2020). According to studies, there are significant differences between the areas of the Philippines in terms of how easily accessible education is. The prevalence of poverty in the Philippines' provinces, cities, and communities is one factor contributing to this (Department of Education, 2020). In accordance with the Philippine Human Development Report, "insufficient or bad education deprives a person of the means of doing and being." This creates a vicious cycle for people who are slumping into poverty because they cannot afford school and cannot escape their predicament.

Workplace Training and Skill Effectiveness

Students will value it more if they have gotten industry-relevant training that pays attention to modern working norms and technology, according to a study cited by Misko and Priest (2009). In order to ensure that students have relevant experience and up-to-date knowledge when they enter the workforce, developers can look at incorporating workplace chances into their courses. Additionally, students demand more depth and complexity in the offered material and do not want broad-brush approaches to the subject's content. They favor courses that apply what students have learned and address their needs, but they are against teaching students something they have already learned. A review of the material presented in a course is necessary to make sure that the material is covered thoroughly, and advanced courses that students have learned to take shouldn't require them to repeat the material (Andersen & Laugesen, 2012; Halttunen, Koivisto, & Billett, 2014).

In addition to Sofian (2008), this study sought to determine if vocational trainees who participated in supervised work experiences gained greater levels of employability skills when compared to trainees who did not. Students are better able to use their knowledge in the workplace and gladly fit into the company's culture. Students who gain job experience can learn about the realities of the workplace, including how to solve issues and use their skills there. The main foundation for identifying limitations and capabilities is based on the assumption that qualifications are knowledge and expertise that can be fairly described and are helpful, according to Bohlinger (2013). The use of formal requirements as the standard for raising specific problems raises. In contrast, the idea of expertise encompasses a wide range of elements, such as one's abilities and skills as well as their feeling of unique qualities, drive, and determination. (Cooper and Harris, 2013) managed this discussion with regards to higher levels of education and pointed out, "while understanding is earned from life and work expertise may be as significant as formal academic learning, these two forms of knowledge are not the same."

Assessments have reportedly been done in senior high school, according to Carlo Magno and Tristan Posang (2016). Assessments can take place at any point during a cycle, from the classroom to the level of worldwide evaluation. The activity, objective, connection to students' knowledge, and duty from the classroom to authorities are all described for each level of assessment. These levels of assessment entail placing students in senior high school tracks, classroom-based evaluation, assessment of acquired skills, participation

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in the international convention of abilities, evaluation of collegiate preparedness, and evaluation of career options.

The impact of innovative assessment on the student experience in higher education is a neglected study area, according to Bevitt (2015). Given the discussion around the marketization of higher education, the focus on student satisfaction measuring tools internationally, and the political calls to put students at the center of higher education, this represents a significant vacuum in the literature. This essay presents the qualitative findings of a study that looked at how assessment preferences and familiarity affected student achievement and experience. Thus, it makes the case that innovation is defined by the student and influenced by many assessment experiences and choices; therefore, it is challenging to forecast how it will affect learning. It suggests that in the future, assessment choices should be investigated so that students might design their own evaluations. To do this, cultural transformation and employee development are necessary. Assessment of the student experience must be seen as a courtly layer inside a complicated multi-perspective evaluation paradigm that also includes assessment of learning, assessment for learning, and assessment for lifetime learning in order for it to be accepted. To strengthen the alliance between these diverse techniques and lessen the strain between them, more research is needed to develop a meta-theory of evaluation.

Regarding a Technical Vocational and Livelihood Program

In his linked literature, Macanas (2016) cites evidence that the Philippines lags behind other nations in terms of access to basic education. The literature states that the Department of Education has made a solution to the lack of education in the Philippines by launching the K to 12 Program. The government gave a solution to the problem by passing RA No. 10533, "An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Approving Funds Therefor and for Other Purposes". The Project for Supporting Senior High School (SHS) Study in Technical Vocational High Schools Newsletter (2015) states that the DepEd undertook a SHS modeling program to find the optimized SHS program prior to the full implementation of the K to 12 Program in 2016. The Japan International Cooperation Agency (JICA) initiated the Project in 2014 to support the modeling of Tech-Voc education. This material demonstrates that the SHS program was implemented

by the Department of Education in a number of schools. The College of Arts and Technology (2015) states that the student chooses their TVL track as their SHS program specialization. The decision of which specialist to pursue is left up to the students.

According to DepEd Order No. 30 s. states 2017 states that the following principles and policies shall govern and direct the partnership with institutions: work immersion requires parental consent; partner institutions and work immersion venues shall be chosen only after careful study, screening, and preparation to ensure that each venue is a safe, secure, and appropriate place for learning (all applicable safety guidelines of TESDA). The school should adhere to the work immersion criteria mentioned in DepEd Order No. 30 s. before sending the pupils to the specific industry-partnered assigned workplace. 2017. Overall, the evaluated literatures that have been compiled will broaden the researchers' perspectives because they provide considerable information that is extremely relevant to the topics and issues that this research article seeks to address (Department of Education, 2020; Magno & Posang, 2016).

Methodology

Research Design

This study used a qualitative type of research design, particularly a phenomenological study method approach, which Berg (2007) defines as research that refers to the meanings, conceptions, definitions, qualities, metaphors, symbols, and descriptions of objects. Additionally, qualitative research is a method of scientific observation that relies more on meaning-making and interpretation than quantitative data collection. Additionally, this study might be classified as phenomenological research, which employs a qualitative research methodology to examine, characterize, and describe the shared lived experiences of a particular group. This type of qualitative research also aims to describe various experiences from the viewpoints of those who have actually experienced them. This study specifically attempts to explore the case of students who take online courses at a particular private university during the epidemic.

Research Locale

The focus of this study is confined to the Grade 12 Technical Vocational and Livelihood (TVL) strand students enrolled from academic year 2021 to 2022 at San Luis National High School, particularly the Senior

High School Department. This enables the researchers to gather more information about the perceptions and lived experiences of students about the course of their chosen and blended learning during this time of pandemic.

Research Instruments

The analysis of questions was defined by the researchers in phenomenological standpoint in TVL strand. It would go through first with assessment and affirmation procedure, conducted by the experts and validators. The investigation inquiry would be pilot approved after the validation enactment. Hence, the qualitative phenomenological study was consulted and has been plainly recorded and noted for authenticity functions by instrument which was utilized by the researchers. This method focuses on employing interviews that ask questions related to the study's objective, which is to learn about students' perceptions and lived experiences regarding the content of their preferred course, which is the Technical Vocational and Livelihood strand, and the impact of blended or modular learning during this pandemic time. The following are the materials that will be utilized in this study: an informed consent form that will be distributed to Grade 12 TVL students prior to the actual interview; an interview guide and interview questions that will be used in the interview session with the respondents; and finally, a personal data sheet that the participants have the choice to complete or not if they want to maintain their anonymity. The respondents' responses will be recorded and transcribed for use in further operations, such as data collection and data analysis.

Data Gathering Procedure

The researchers wrote a letter requesting permission to perform the study at the aforementioned school or the study sampling location. Additionally, the researchers will describe the goal of this investigation. In order to support the data required for this investigation, the researchers will determine the sample that is required. The Grade 12 TVL respondents will receive a consent form so they are informed of the research project in which they will be taking part. Before filling out and delivering the consent form to the researchers, they must read and comprehend it. The respondents will next get a set of interview questions, to which they will respond with the utmost honesty and sincerity. After choosing a date and time that works for the respondents, the interview will be conducted online between the researchers and the respondents. Additionally, the researchers will gather the data once all of the respondents have finished providing their responses to the interview questions. The researchers will interpret the interview participants' responses without prejudice. The outcomes should provide a solid foundation for perspectives and lived experiences of students from a particular school.

Research Ethics and Considerations

Research ethics in general refers to both legitimate and illegal research methods that are used in a study. The topic of morality and human values is raised herein. According to Neuman in 2014, ethical considerations demand that researchers strike a balance between the rights of persons being examined and the quest of scientific knowledge. A researcher must balance potential benefits, such as enhancing knowledge of social life, enhancing decision-making, or assisting research subjects, against potential costs, such as a diminution of dignity, self-esteem, privacy, or democratic liberties.

According to Bryan and Bell (2007), the researchers will adhere to the following ethical considerations in order to handle the ethical concerns element of a research dissertation, thesis, or any other research work. First, the participants must never be harmed or damaged in any manner by the researchers. The study will also be disclosed to the respondents, who will then be asked to give their full consent before being chosen as a participant. Additionally, the confidentiality and anonymity of the research participants would be protected. The intentions and objectives of the research must never be misrepresented or exaggerated in any way. In order to eliminate any potential conflicts of legitimacy, any sort of affiliation will likewise be avoided. Transparency will also be exhibited by the researchers, and the act of being biased will be condemned. Last but not least, the researchers must always show regard for the research subjects' dignity. They will receive top priority.

Results and Discussion

This article presents the results, findings, and significant themes that emerged from a thorough analysis of the interviewees' responses. In this section, the study questions are addressed primarily using the replies from a quasi-interview with Grade 12 TVL strand students at San Luis National High School, specifically in the Senior High School Department, during the academic year 2021–2022. The following results' significance and interpretation will also be covered in this chapter.

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This following theme focuses on the relevant and appropriate responses from the participants that posed a substantial role in providing a conclusion to the study. This will be divided into four (4) significant themes; each will focus on questions that revolve around a certain theme. The following are the divisions for this section: (1) perceptions and lived experiences of Grade 12 TVL strand students during the new normal education system; (2) students' cope-up mechanisms with the challenges of taking assessments and difficulties during this pandemic era; (3) assessments affect their learning; (4) experiences in terms of blended learning education and traditional learning education.

Theme 1: Perceptions and lived experiences of Grade 12 Technical Vocational and Livelihood (TVL) strand students during the new normal education system.

Particularly during this pandemic, students who participate in online learning activities have a variety of difficulties. Challenges and struggles are challenging tasks or circumstances that make it difficult for the individual experiencing them to solve them quickly. Following an analysis of the respondents' responses, it became clear that the participants encounter challenges and conflicts while these students carry out the new normal education. The researchers have chosen to break this theme into three subthemes that closely address the various problems students experience because it is too wide and covers several subthemes. Under the theme of "perceptions and lived experiences of Grade 12 Technical Vocational and Livelihood (TVL) strand students throughout the new normal education system," the following subthemes are included.

Subtheme 1.1: Internet Connectivity Issue

Accordingly, conflicts centered on the students' internet connections are referred to as "struggles with internet connection." In the Philippines, slow internet is a prevalent issue; few people have fast internet, and other people struggle to acquire a strong signal because of their location and other circumstances. According to a study, poor internet access hinders people's productivity as well as the expansion and improvement of a community (Salac & Kim, 2016).

Student 23 mentioned that,
"As a Grade 12 TVL student during this epidemic, the most frequent issues and challenges I had were as follows: we have an online platform since we need to use technology to get some information on Google. It

might have some issues due to the connection interference, but given the current hurdles, it differs greatly from face-to-face classes from the past. Due to the adoption of learning modalities and the new normal education system, it is necessary for us to have a strong data or Wi-Fi connection in order to participate in any educational undertakings. The barrier arises when we experience an unstable connection while at home and the people nearby or the environment may interfere with our ability to learn."

In class, at home, or when learning at home, students are expected to complete assignments that are similar to those they would typically complete. The weather, location, unplanned telecoms connection interruption, and brownout are a few examples of reasons that can occasionally make it difficult to connect to the internet. A low connection could result in an unattended meet up because the websites and applications that students will need to use in class demand sufficient data stability. Additionally, students have mentioned that noise from the nearby area has distracted them and caused affective problems. Some students commute to school from neighborhoods with plenty of homes where people frequently gather for loud festivities, feasts, and other events. Whatever the circumstance, learning continues in online classes, and it can be difficult for students to control these interruptions while listening in on meet-ups.

Student 12 mentioned that,
"The downsides of our blended learning experiences include, as previously mentioned, encountering unreliable connections, as well as not having enough money to buy a load, being in a noisy environment, lacking equipment or materials at home, such as for an electrical, nursing, or doctorate course, and constantly being in front of or using a laptop or mobile device that can impede learning."

One of the most important concerns among college students using the blended learning modality is the problems and struggles in the blended learning theme. It is clear from the many textural languages created by the horizons that students are certainly faced with difficulties related to their financial situation, physical condition, lack of access to reliable internet, and location. This graphic serves as a reminder to all administrators and organizations to revisit the circumstances and difficulties faced by students participating in blended learning. Given that flipped classrooms have been shown to increase student engagement, it made use of interactive knowledge

checks as a critical component of active learning in both our online and face-to-face components. Learning objectives are accomplished when quizzes are incorporated into the design (Van Alten et al., 2019).

Student 9 mentioned that,
"Since our school's library was closed and there was no other way to gather important information yet due to the epidemic, there was no other way for me to manage my online learning tasks. "Not all students are fortunate or have the capability to afford a computer desktop or laptop for school activities, specifically the senior high school students that need to have the presence of social media for research purposes and other educational activities that are related to the TVL track."

More crucially, because they are socio-emotionally disturbed and easily distracted during this COVID-19 phenomenon, students are no longer engaged on learning and receiving passing grades in their classes. In this epidemic situation, they are looking for safety and security. In addition to attending school, people want for affective or emotional support. Whether or not they are stuck, it is widely considered that support from family, teachers, and school administration is crucial for getting away from this pandemic problem. This postulates that in addition to content-based instruction, schools must answer the demand to give their pupils psychological or emotional support (Bozkurt & Sharma, 2020; Carver, 2020).

Subtheme 1.2: Struggle with the track under the Technical Vocational and Livelihood Program

The inability to rapidly understand a lesson in a particular subject or course as well as the instructions for a particular activity is another characteristic that the researchers discovered in the participants' responses. According to Vygotsky, a significant proponent of the Sociocultural Constructivist Theory, a learner's prior knowledge and the understanding that occurs in a social environment are related (Staupe, 2000). A sociocultural learning environment is another term for the type of learning environment that influences how well students comprehend the vast majority of information and knowledge. Thus, it is necessary to promote a learning atmosphere in order to benefit the participants as well. Therefore, identifying the core cause of such a difficulty can be made easier by recognizing the difficulties that students have in understanding the lessons.

Student 24 mentioned that,

"Sometimes I felt bad having this track under the Technical Vocational and Livelihood strand because there's a lot of training that I need to pursue or obtain. However, I have no choice because since this was my chosen track in the department of senior high school, I cannot deny the fact that this was so tiring and makes me uncomfortable with the things around me."

Even though most of the responses agree that there was difficulty with certain learning assessments and instructions to TVL, there are also answers that say there are no problems with those.

Students 28 mentioned that,
"I do not have any problems at all on the course track under TVL. Actually, it was more interesting to have this strand because I learnt something from it. Also, when it comes to the research conducted, it was totally fun because I have learned how to conduct or gather data based on my knowledge and perspective comprehension of the research project. "

Subtheme 1.3: Experiences in Time Management

The government enforced stay-at-home policies allocate nearly the whole day to people who are confined to their houses. People, especially students, should be aware of how to manage and keep track of their time in light of this situation. Learning time management skills can help people become more productive (Claessens, Eerde, & Rutte, 2007). Thus, this subtheme alludes to the respondents' time limits when handling tasks for their learning undertakings. Additionally, advocates of new educational learning have highlighted the affordability of this strategy (Renner, Laumer, & Weitzel, 2014), with instructional resources occasionally made available to students without charge (Hilton, 2016; Jemni & Khribi, 2017; Ozdemir & Hendricks, 2017). Although learning technologies are being integrated into training in face-to-face classrooms, there is little doubt that they present unique issues in developing nations like the Philippines, such as accessibility and affordability (Roberts & Hernandez, 2019).

The researchers have questioned the respondents about whether they adhered to their daily schedules or whether more time was required to complete all the activities. In addition to asking if there were any other chores except those related to school, the researchers also wanted to know. Different answers were given to these two questions. There were students who said that they only focus on their academics alone and they explicitly follow their schedule strictly and rigidly.

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Student 3 mentioned that,

"Just doing an academic activity, nothing else. because I was totally focused on my education since this is very important for me and my family. And, to prepare myself in college, that's why I do not have any other undertakings that are something irrelevant to academic work."

Although the majority of their responses, like the ones above, claim that they do not have tasks that overlap with their schedule in school, the majority of the answers agree that they still have chores and tasks to complete and that most school activities must be completed in a few more hours than what was initially allotted.

Student 9 mentioned that,

"Of course, there is a task in our house, the household chores that I needed to do before doing my academic work. So, as a student under the TVL track, I need to be more flexible in managing my time. Though I know that there were a lot of educational assessments on TVL, I have no choice but to accept the real-world and be more patient with my chores and academic work."

Theme 2: Students' cope-up mechanisms with the challenges of taking assessments and difficulties during this pandemic era.

Due to the aforementioned perceptions and lived experiences of the Grade 12 TVL students, it is imperative to know the strategies that they will use to adapt to and resolve some, if not all, of those challenges. Here are some of the several coping mechanisms that students have used to ease their difficulties with assessments and the current learning setting. In accordance with what a participant said, some students prepare their work in advance to lighten their burdens.

Student 10 mentioned that,

"With the help of my classmates and parents, I was able to answer all of the given questions and assessments related to the course. Though I am far away from my teachers, the strategy I have adopted is to gather some help from the people around me, or, my little environment."

Whereas the students had previously approached group work with enthusiasm, Vuopala, Hyvonen, and Jarvela (2015) discovered that the more experience the students had obtaining group grades, the less eager they got and instead felt anxiety and ambivalence towards the assignment. Theoretically, individual accountability and collective goals should spur students to collaborate for the good of the whole. But this is frequently not the case. Researchers Scager, Boonstra, Peeters, Vulperhorst, and Wiegant (2016) found that when students depend on group members who fail to interact with the group, they approach the project with caution because they lack confidence in their ability to complete it. This conduct substitutes individual learning for actual collaborative learning, with some group members taking on extra work to meet their own personal objectives, such as getting the grade they want (Le et al., 2018).

Theme 3: Assessments Affect their Learning

Aside from the perceptions, lived experiences, and coping mechanisms that the participants face, there are also notable and remarkable experiences that they have encountered during the assessment learning. Stated here are those responses of the participants that involve their enjoyable experiences with new normal education at the same time demonstrating the significant value they have gathered during the Technical Vocational and Livelihood program in San Luis National High School, specifically from the senior high school department. The positive journey of students greatly impacts their satisfaction, whether they choose to pursue or keep up such a learning modality and the incredible assessment they have learned during the semester of TVL. Based on the answers of the respondents, the positive experiences that they have with the new normal education and having this TVL track were centered around the friendship and bonds that they have created within the family and as well as their friends. Friendship is one factor affecting young people's attitudes and behaviors in life (Chang, 2015). These bonds can be used to shape the participants' determination in handling problems related and be motivated to attend classes and answer the given modules.

Student 17 mentioned that,

"Actually, this pandemic time helps me improve my grades and, at the same time, bond with my family and friends. Also, the assessment on TVL has given me some significant learning that I might use in future reference, like a preparation for college. The pandemic teaches me how to be an effective student while also having fun at home."

The friendship that was forged during these tough times and the skill they learned on the Technical Vocational and Livelihood (TVL) course, which is

good time management, were two typical responses given by the participants. Having more time with their families, not having to commute or travel, being able to be more productive, adjusting their body clock, and getting better grades than in physical education classes or the previous educational system are some more responses.

Theme 4: Experiences in terms of blended learning education and traditional learning education.

According to a study comparing the two types of education (Lee, 2010), there are more students who would embrace blended learning than traditional learning, but some of them would value having traditional learning education to enhance service quality. Furthermore, low levels of productivity and academic achievement can result from students' unfavorable and opposing opinions about blended learning (Kauffman, 2015). This theme focuses on the various perceptions and opinions of students with two types of education. The researchers inquired about the participants' satisfaction and contentment with the new educational norm. The answers greatly varied with the questions related to the satisfaction and contentment of the students. The researchers decided to divide this theme into two subthemes based on the answers of the students, namely, experiences in terms of blended learning education and traditional learning education.

Subtheme 4.1: Experiences in Terms of Blended Learning Education

The education system that is now in place receives positive feedback from affirmations with the learning environment. The responses of the participants are favorable to blended learning education, and they provided explanations as to why that is the case. Positive perceptions of blended learning increase students' motivation to continue their studies even when they are not using the traditional learning style (Kauffman, 2015).

Student 28 mentioned that,
"Having a blended learning education was a very great learning style because we could do the assessments and examinations at home without any pressure, the same at school premises." Also, having blended learning education mostly focused on modular learning means that we are about to answer the test or module in our own time management, then we can have some review on the given questions. That's why it's much better for me to have this learning style. "

Subtheme 4.2: Experiences in Terms of Traditional Learning Education

As previously stated in this section, student disagreements lead to a decrease in productivity and academic performance. They were opposed to blended learning and preferred traditional learning. The issue of which learning environment is more beneficial for students is brought up. According to a research, Grade 12 TVL students who work part-time, adult learners, and commuters prefer distance learning (Hannay & Newvine, 2006). There will be a different view of which learning environment the students will find more hospitable and prefer because the respondents' current situation is different from the ones in the previously conducted research. The question on whether the participants prefer blended learning education over traditional learning styles or face-to-face classes, the answers mostly say that students prefer traditional learning styles compared to the new normal learning styles. Some students, on the other hand, stated that they are capable of handling both the new normal learning education and face-to-face classes.

Student 11 mentioned that,
"I can proudly say that having a traditional learning style or having face-to-face classes makes me feel more comfortable because I can ask the teachers directly about things I don't know yet, we can do, or I can do both of the learning styles, blended or traditional learning education."

The most recent research on the adoption of new normal learning education during the pandemic reveals that students are concerned about developing nations' ability to support such an expensive learning style (Adnan & Anwar, 2020). Because this study was done in Pakistan, where conditions are similar to those in the Philippines, ideas for how to continue pursuing education despite the epidemic are offered from the viewpoint of the students. The participants' responses and the themes that were developed have allowed the researchers to build a complete and conclusive response to the study questions. As a result, these themes assist the researchers in clarifying the conclusions and the underlying significance of the responses.

Conclusion

This article describes the study's conclusions as well as the recommendations that the researchers propose.

After analyzing and interpreting the data, the researchers came to some significant conclusions about the lived experiences and perceptions of the Grade 12 TVL students regarding the new normal of education in the face of a pandemic. The study's conclusion is presented in this section. The purpose of the conclusion is to summarize the main ideas explored in the study and help readers understand its significance. The following conclusions can be reached after a thorough review of the findings:

The Grade 12 TV students are currently dealing with a variety of obstacles brought on by the pandemic. The viral threat is not the only problem the students are facing; they're also having academic difficulties. As of right now, the new normal education is being practiced as an alternative to not jeopardize public safety or student health. Students have issues and difficulties with the current learning environment as a result of this abrupt departure from the traditional learning style. One of the biggest problems most students run into when seeking or working on an online project is trouble with the internet connection. Fast internet connectivity is essential or greatly needed because the learning is done using blended learning, specifically modular learning. This is especially true for Grade 12 TVL students because they desperately need it for their research assessment, which the majority of students in this country struggle with. In addition to this, students also struggle to manage their time and give their academics their full attention. In the case of the students who were questioned, a problem with the difficulty of understanding some classes and learning evaluations on TVL is also apparent. Some people claimed that certain teachings or assessments needed to be taught in person in order to be understood. Last but not least, the disparity in the students' privileges is also an apparent obstacle faced by different students.

Based on their personal experiences, the participants turn to their fellow students to help them overcome obstacles in the new normal education system. Due to the nature of the learning environment, the students develop their support network digitally, allowing them to interact socially. Students can participate in activities to get to know one another even without attending face-to-face classes. First, by participating in group activities such as recitations, they can interact with one another and relieve the pressure of not understanding what to do. Enhancing their time management is the second strategy for overcoming the difficulties. The participants agreed that in order to complete all the necessary duties, it is critical to manage their obligations in advance. In addition to their workloads, the students are responsible for their

own households. Consequently, it is imperative that they create an efficient schedule for all of their duties. Despite the difficulties that new normal classes provide, students nonetheless manage to decompress and prevent burnout.

On the basis of the respondents' responses, it is possible to surmise that there is a significant difference in the students' performance and experiences when participating in traditional learning and new normal learning. Some claim that because they are more accessible and provide students more freedom to manage their own time, the new normal classes are beneficial for them. Some people, however, vehemently disputed the notion that new, routine education or classes may be beneficial. Instead, they made note of how unproductive they had become prior to the introduction of the new learning environment. According to their responses, it may be inferred that the students preferred the traditional educational setting.

The researchers recommend the Department of Education (DepEd) to devise the most effective methods for maximizing the use of the resources required for high-quality instruction that can be made available to all students, teachers, and staff, particularly during this pandemic. For many students, including teachers, who lack the tools necessary for online learning, such as gadgets and a comfortable workspace, this is advantageous and essential.

The researchers recommend school administrators to create a thorough and supportive support structure for the students and teachers since it can enable them to lessen any difficulties that taking courses online may present at these times. Having a respectful and effective workflow that everyone can take advantage of might also be useful. The researchers encourage students to avoid worrying too much about their marks, particularly while they are adjusting to the new way of learning. The right time management techniques should be studied and used in order to accomplish this. Furthermore, due to the pandemic, students shouldn't meet up with their classmates outside to complete any group projects. The researchers advise the students to develop a sense of camaraderie that will benefit both parties in this circumstance and be respectful to their classmates and teachers despite not seeing each other in person.

The researchers recommend teachers to take into account and comprehend the circumstances of the students in the event that a student encounters a problem with their internet connection, devices, or

other issues. In the event that a student is unable to join the meeting due to an internet outage, the researchers also advise recording the synchronous session. Another excellent course of action for the teachers to follow is to reduce the workload for the students to the extent that it is reasonable given the existing circumstances.

The researchers advise future researchers to learn more about students' experiences during the pandemic in order to deal with this kind of problem. They also advise shifting the study's focus to either look at teachers' situations or students who are unable to enroll in classes. This will contribute new knowledge to the body of data on this area of research and aid in understanding the effectiveness of online programs. To properly understand how exams affect the experiences of students that can be used in the long run, future studies should not restrict the number of participants to small size.

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